

1	Course title	Aphasia
2	Course number	1804309
3	Credit hours (theory, practical)	2 hours theory
	Contact hours (theory, practical)	2 hours theory per week
4	Prerequisites/corequisites	Anatomy & physiology of hearing & speech ( <b>1804100</b> )/ anatomy & physiology of head & neck ( <b>0502107</b> )
5	Program title	Bachelor of science in Hearing and Speech
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation
9	Department	Department of Hearing & Speech Sciences
10	Level of course	Undergraduate, 4 <sup>th</sup> year
11	Year of study and semester (s)	2018/2019, Second semester
12	Final Qualification	B.S. in hearing and speech
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English & Arabic
15	Date of production/revision	5/2/2019

16. Course Coordinator:

Name	Dua Qutishat- PhD
Rank	Assistant Professor
Office number	403
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Name	None
Rank	
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Phone number	
Email addresses	

Name	None
Rank	
Office number	

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### 18. Course Description:

*As stated in the approved study plan.*

An identification of the main neurological speech disorders and their neuroanatomy, neuropathology and neurophysiology. An in depth learning of the assessment and treatment of the main neurological speech disorders: dysarthria, apraxia, aphasia, right hemisphere syndrome, Traumatic Brain Injury, dementia.

### 19. Course aims and outcomes:

<p>A- Aims: The major objectives of this course are to provide the students with a basic knowledge of:</p> <ol style="list-style-type: none"> <li>1. To be able to identify the main neurological speech disorders.</li> <li>2. To be familiarized with the main neurological speech disorders.</li> <li>3. To be able to assess and treat adults with the main neurological speech disorders.</li> <li>4. To be able to use the evidence based practice of neurological speech disorders.</li> <li>5. To be able to write essays in the field of neurological speech disorders.</li> </ol> <p>To be able to search the literature and to do a critical appraisal in the field neurological speech disorders.</p>	
<p>B- Intended Learning Outcomes (ILOs): Upon completing the program, students are expected to:</p>	
<p>1. <u>Program ILO</u>: Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.</p>	
<p><b>Specific Course ILO(s):</b></p>	<p>1.1. To demonstrate knowledge of the basic anatomy and physiology of speech and language.</p> <p>1.2 To demonstrate knowledge of the basic neuroanatomy and neurophysiology of speech and language.</p>
<p>2. <u>Program ILO</u>:Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders.</p>	
<p><b>Specific Course ILO(s):</b></p>	<p>2.1 To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with neurological language and speech disorders.</p>
<p>3. <u>Program ILO</u>:Apply the basic clinical skills in working with individuals with communication and hearing disorders.</p>	
<p><b>Specific Course ILO(s):</b></p>	<p>3.1 To demonstrate knowledge of the basic clinical skills in working with individuals with neurological language and speech disorders.</p>
<p>4. <u>Program ILO</u>:Formulate specific and appropriate intervention plans.</p>	
<p><b>Specific Course ILO(s):</b></p>	<p>4.1 To be able to identify ongoing effectiveness of planned activity and modify it accordingly for each type of neurological language and speech disorders.</p>

5. <u>Program ILO</u> : Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skilfully.	
<b>Specific Course ILO(s)</b> : 5.1 To conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skilfully in the area of neurological language and speech disorders.	
6. <u>Program ILO</u> : Write professional reports for patient with communication and hearing disorders.	
<b>Specific Course ILO(s)</b> :	NA
7. <u>Program ILO</u> : Apply principles of evidence-based practice in the assessment and intervention processes.	
<b>Specific Course ILO(s)</b> :	7.1 To apply principles of evidence base practice in the assessment and intervention processes in the area of neurological language and speech disorders.
8. <u>Program ILO</u> : Identify ongoing effectiveness of planned activity and modify it accordingly.	
<b>Specific Course ILO(s)</b> :	NA
9. <u>Program ILO</u> : Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.	
<b>Specific Course ILO(s)</b> :	9.1 To analyse the best strategies of assessment and treatment of each type of neurological language and speech disorders. 9.2 To be familiar with the new technology that facilitates communication and how to apply it in evaluation and treatment.
10. <u>Program ILO</u> : Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.	
<b>Specific Course ILO(s)</b> :	NA
11. <u>Program ILO</u> : Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation, has the ability to think critically and solve problems, and uses technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.	
<b>Specific Course ILO(s)</b> :	11.1 The student will be able to discuss the patients' condition in a group (this will prepare the student to do that in future interdisciplinary meetings
12. <u>Program ILO</u> : Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.	
<b>Specific Course ILO(s)</b> :	12.1 Demonstrate the learned skills on other colleagues.

## 20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	References
Neuroanatomy & neurophysiology of communication disorders.	1 <sup>st</sup> week	D.Qutishat	1.1 1.2	Participation Quiz	chapter 6 Seikel. J.A.

Introduction to neurological language cognitive and speech disorders	2 <sup>nd</sup> week	D.Qutishat	1.2 1.2	Participation Quiz Practical session	Brookshire, Robert.
A summary of neurology of SLP.	3 <sup>rd</sup> week	D.Qutishat	1.1 1.2	Participation Practical session	Love, R and Webb, W.
Neurophysiology of aphasia & related impairments- chapter 4: 45-64pp	4 <sup>th</sup> week	D.Qutishat	1.3	Participation Quiz Practical session	Brookshire, Robert.
Aphasia (types and assessment): Chapter 2-8 (27-271 pp)	5 <sup>th</sup> week	D.Qutishat	1-12	Participation	Chapter 2-8 Sarno. Hegdes. M. Shipley, K. G., & McAfee, J. G.
Assessing aphasia & related impairments- chapter 5: 64-116pp	6 <sup>th</sup> and 7 <sup>th</sup> week	D.Qutishat	1-12	Participation Quiz Practical session	Brookshire, Robert. Shipley, K. G., & McAfee, J. G.
Mid Exam : to be determined soon.	8 <sup>th</sup> week	D.Qutishat	Test the students' learned knowledge	Paper exam	
Treatment of aphasia- chapters 1-4/ 1-101 pp.	9 <sup>th</sup> and 10 <sup>th</sup> week	D.Qutishat	1-12	Participation Quiz Practical session	Papathanasiou, Ilias. Colleen K, Roth, P.
Managing Speech & Language after Stroke	11 <sup>th</sup> and 12 week	D.Qutishat	1.1 2.1	Participation Quiz Practical session	Slides- Qutishat, D.
Treatment of aphasia- Chapter 7: 146-186 pp	13 <sup>th</sup> and 14 <sup>th</sup> week	D.Qutishat	1-12	Participation Quiz Practical session	Brookshire, Robert. Hegdes. M.N.2008. Colleen K, Roth, P.
Neuro-motor speech disorders and cognitive-communicative disorders.	15 <sup>th</sup> week	D.Qutishat	1-12	Participation Quiz Practical session	Brookshire, Robert. Hegdes.M. Shipley, K. G., & McAfee, J. G. <b>and</b> Colleen K, Roth, P.
Final Exam	16 <sup>th</sup> week	D.Qutishat	Test the students' overall learned skills and knowledge of the given educational material.	Paper exam	

## 21. Teaching Methods and Assignments:

Please pick the approaches that will be used to achieve course and clinical objectives related to the ILOs:

Select if applied	Instructional Methods	Learning Activities (Examples)
✓	Direct Instruction	<ul style="list-style-type: none"> <li>Structured orientation lectures</li> <li>Skills and procedures demonstrations</li> </ul>
✓	Interactive Instruction	<ul style="list-style-type: none"> <li>Clinical conferences and case presentations</li> <li>Seminars and discussions</li> </ul>
	Experiential Learning	<ul style="list-style-type: none"> <li>Experiential learning in clinical setting</li> <li>Simulation</li> <li>Hands-on learning</li> </ul>
✓	Independent Study	<ul style="list-style-type: none"> <li>Self-directed literature review and synthesis to address problems in a specific case study</li> <li>Reflective Journaling</li> </ul>
	Blended Learning	<ul style="list-style-type: none"> <li>Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics</li> </ul>
✓	Evidence Based Practice	<ul style="list-style-type: none"> <li>Integrate research methods &amp; results in the learning process</li> <li>Reflective assignments &amp; projects</li> </ul>
	Other (please specify)	

## 22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Exams		
Exam	Date	Grade
Midterm	3-21 <sup>st</sup> March 2019	30%
Final	May 2019	40%
<b>Quizzes</b>	To be determined soon	30%

Assignments	
Assignment 1: None	
<u>Assignment description:</u>	
<u>Assignment objective:</u>	
<u>Assignment due date:</u>	
<u>Grade:</u>	

<u>Rubric:</u>	
Assignments	
Assignment 2: None	
<u>Assignment description:</u>	
<u>Assignment objective:</u>	
<u>Assignment due date:</u>	
Grade:	
<u>Rubric:</u>	

## 23. Course Policies:

## A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- An absence of more than 15% of all the number of classes, which is equivalent of (5) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

## B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.

- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will be in direct contact with patients during this course.
- Students are expected to use any tools or procedures that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F-Available institution of higher education services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

#### 24. Required equipment:

Equipment that will be used:

- Computer
- Overhead projector
- Speakers

Websites that will be used for readings:

- The University of Jordan website (E-Learning).
- American Speech, Language, and Hearing Association website
- Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).

Note:

Please make sure to check the E- Learning website a day before the lecture, download and print the worksheets or the reading material uploaded for the session.

#### 25. References:

Required book (s), assigned reading and audio-visuals:

- **Chapters of neuro from:**
  - Shipley, K. G., & McAfee, J. G. (2016). Assessment in speech- language pathology, a resource manual. 5<sup>th</sup> ed. San Diego: Singular.
  - Hegde M.N and Pomaville, F. (2017). Assessment of Communication Disorders in Children: Resources and Protocols. 3rd Ed. Plural publishing: USA.
  - Roth, F, P and Worthington, C, K. (2011). Treatment Resource Manual for Speech- Language Pathology. 4<sup>th</sup> ed. Delmar: USA.
  - Colleen K, Roth, P. (2010). Treatment Resource Manual for Speech- Language Pathology, Worthington, M. S. Only the chapter of treatment of neurology of SLP.
  - Love, R and Webb, W. (1992). Neurology of the Speech- language pathologist. 2<sup>nd</sup> ed. Butterworth-Heinemann. Only selected chapters, the handouts are ready for students.
  - Seikel. J.A. Drumright, D. Seikel, P. Essentials of anatomy and physiology for communication disorders. Thomson: Delmar Learning. chapter 6.

A- Recommended books, materials, and media:

Brookshire, Robert. 1992. An introduction to neurogenic communication disorders. 4<sup>th</sup> ed. Mosby: USA.

DUFFY, J.R., 2005. Motor speech disorders; substrates, differential diagnosis, and management. 2nd ed. USA: Elsevier Mosby.

Love, R and Webb, W. (1992). Neurology of the Speech- language pathologist. 2<sup>nd</sup> ed. Butterworth-Heinemann.



Papathanasiou, Ilias. Acquired neurogenic communication disorders: a clinical perspective. WHURR publishers: London & Philadelphia.

Sarno, Martha. 1981. Acquired aphasia. Academic press: New York.

SWIGERT, N., 1997. The source for dysarthria. 1st ed. East Moline: LinguSystems.


YORKSTON, K., BEUKELMAN, D., STRAND, E. and HAKEL, M., 2012. Management of motor speech disorders in children and adults. 3rd ed. Austin, Texas: pro-ed.

- The use of technology is highly recommended, for example, the use of the mobile applications for students and patients (such as the pitch pipe app).

26. Additional information:

This course should be 3 hours not 2. It should cover all neurological speech & language disorders not only aphasia

Name of Course Coordinator: Dua Qutishat      Signature: Dua Qutishat      Date: 5/2/2019

Head of curriculum committee/Department: Dr. Yaser Al-Natour      Signature: 

Head of Department: Dr. Yaser Al-Natour      Signature: 

Head of curriculum committee/Faculty: Professor Ziad Hawamdeh      Signature: - Z.H

Dean: Professor Ziad Hawamdeh      Signature: - Z.H

Copy to:

Head of Department  
Assistant Dean for Quality Assurance  
Course File